

A FOLLOW-UP STUDY OF THE GRADUATES  
OF URBANDALE HIGH SCHOOL,  
1954-1958

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
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## CHAPTER I

### INTRODUCTION

In a democracy the opportunity to get the kind of education he needs is the birthright of each child. In early years of this country this was not possible, nor was it thought to be necessary. But today this has become a reality. A high school education is within the reach of every child in America. But this education must be good as well as free. Every child should have the chance to get an education consonant with his needs, talents, and interests.<sup>1</sup> Americans now provide a free education for many, but the question is a good, a meaningful education provided?

To prepare youth for life in a changed society, schools cannot follow an unchanged educational pattern. Changes in school curriculum have not always kept pace with the changing world into which we send our young people. If curriculum revision is to be meaningful and constructive, curriculum workers must make use of all available data. One source of information is the group of persons most affected by these revisions, the young people themselves. The follow-up study

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<sup>1</sup>Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, 1958), pp. 1-2.

gives the school a basis for judging the extent to which it meets the life needs of the youth it serves. It also suggests the kinds of needs which must be met.<sup>1</sup>

## I. STATEMENT OF THE PROBLEM

The primary purpose of this study was to attempt to ascertain how well the instructional program of Urbandale High School has functioned in preparing its graduates for work and for further education. It was to help determine how many graduates pursued and completed further education, as well as what types of employment were found by both the college and non-college people. In addition, it was to find how well these people felt their needs had been met in areas of personal interest. From this study, recommendations for further curriculum changes and revisions are to be made.

## II. COMMUNITY AND SCHOOL

Urbandale, Iowa, the community involved in this survey, has been a part of this changing world. It is a middle-class residential community located at the northwest corner of Des Moines, the capital city of Iowa. As a result of numerous housing developments, the population of Urbandale

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<sup>1</sup>Ibid., pp. 333-329.

increased from 1,777 at the time of the 1950 census to 5,821 in 1960. Although several industries have located in Urbandale in the past five years, most of the residents are employed in nearby Des Moines.

Des Moines and its facilities afford the opportunity for both employment and education for the Urbandale High School graduate without his having to leave home.

The school has felt the impact of this rapid increase in population. Particularly in physical facilities, the school has not been able to keep pace with the increasing numbers of students. Since 1953, at which time all the students, kindergarten through 12th grade, were housed in one school building, four additional buildings have been completed, and a new high school is under construction at the present time.

During the school year 1953-1954, there were 111 students in high school. Ten teachers were employed; this number included the superintendent, the principal, and two teachers who spent part of their time in the lower grades. Table I shows the curriculum that was offered in 1953-1954.

In 1961-1962 there were 340 students in Urbandale High School. Twenty teachers were employed in the high school, excluding the superintendent and the principal. The curriculum for 1961-1962 is presented in Table II.

TABLE I

URBANDALE, IOWA, HIGH SCHOOL COURSE  
OF STUDY, 1953-1954

Grade	Required Courses	Elective Courses
Ninth	English 9 Algebra I	General business General Science
Tenth	English 10 Algebra Biology World History	
Eleventh	American Literature American History Typing I	Algebra II Geometry Bookkeeping
Twelfth	Speech Social Living (1 semester) American Government (1 semester)	Algebra II Physics Spanish I Bookkeeping Typing II

In 1953-1954, these extra-curricular activities were available: football, basketball (boys and girls), baseball, track, student council, cheerleading, dramatics, vocal music, and band. In 1961-1962, all of these were available, plus cross-country track, wrestling, golf, pep club, drill team (girls), science club, and Future Teachers.

TABLE II

URBANDALE, IOWA, HIGH SCHOOL COURSE  
OF STUDY, 1961-1962

Grade	Required Courses	Elective Courses
Ninth	English 9 Algebra I or General Math- ematics Physical Education	General Science Latin I Spanish I Homemaking I Industrial Arts (Mechanical Drawing and Woodworking) Art
Tenth	English 10 World History Typing I (1 semester) Physical Education	Geometry Biology Latin I Spanish I and II Bookkeeping Homemaking II Industrial Arts (Woodworking and electrical shop) Driver Education Art
Eleventh	American Literature American History Physical Education	Algebra II Chemistry Physical Science Latin I and II Spanish I and II Bookkeeping Shorthand I Typing II Economics (1 semester) World Geography (1 semester) Homemaking II and III Industrial Arts (Woodworking and Blue Print Read- ing) Journalism



TABLE II (CONTINUED)

Grade	Required Courses	Elective Courses
Eleventh		Art
Twelfth	Speech English Literature or English XII American Government Social Problems (1 Semester of each of these) Physical Education	Mathematics IV Physics Physical Science Spanish I and II Bookkeeping Shorthand II Office Practice Economics (1 semester) World Geography (1 semester) Homemaking III Industrial Arts (Woodworking and Radio and Electronics) Journalism Art Latin I and II

## III. PROCEDURES

The 137 graduates of the classes from 1954 to 1958 were chosen for this survey. By terminating the survey with the class of 1958, the people surveyed had been out of high school long enough to have become somewhat stabilized in their educational and vocational choices. Of the 137 individuals involved in the investigation, addresses were obtained for 133 by using the school's permanent records and by contacting relatives or friends.

The method of contacting the graduates was through

the use of a questionnaire validated on the basis of expert opinion.<sup>1</sup> Twenty problem areas covered by the questionnaire included items related to location and marital status, employment, further education and training, school influences, and personal interests, with at least one question pertaining to each problem. Enclosed with the questionnaire was a return envelope and cover letter explaining the purpose of the study.<sup>2</sup> A reminder card was sent to those who had not returned the form within one month.

Of the 133 questionnaires sent, 105 were returned. These returned forms were grouped according to the year of graduation and the sex of the graduates. Data were then tabulated and analyzed.

The information concerning the community was obtained through personal interviews with city officials. The information about the school was secured from school records.

#### IV. LIMITATIONS

According to research done by Rothney, the general conclusion was that incomplete samples of populations in

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<sup>1</sup>See Appendix B for a copy of the questionnaire.

<sup>2</sup>See Appendix A for the cover letter.

follow-up studies yield responses that are biased on the favorable side.<sup>1</sup>

Another limitation is the validity of the replies. There are many factors operating on an individual at all times, possibly without a person being aware of it. The validity of replies can therefore be questioned to a degree. Nevertheless, the replies represent the opinions of the graduates of Urbandale, Iowa, High School during the years 1954-1958.

## V. SURVEY OF THE LITERATURE

Change has always been the outstanding characteristic of American society. The present secondary school is the result of modifications which have been made over the years to meet demands made on it. In the future, other changes will need to be made to enable the schools to meet new demands and responsibilities.<sup>2</sup> The administrator needs to be aware of the never-ending change. Edmonson, Roemer, and Bacon stated:

If the high school is to be an integral part of a dynamic society, it must meet new responsibilities as they arise. In this respect, it has lagged behind

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<sup>1</sup>John W. Rothney, Guidance Practices and Results (New York: Harper and Brothers, 1958), p. 152.

<sup>2</sup>J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: Macmillan Company, 1953), pp. 575-579.

many other social institutions. . . .

Present-day problems are causing educators to examine the offerings of the secondary schools as never before. They recognize that many offerings are ineffective for a large number of their students.<sup>1</sup>

So that a school can make necessary changes, it first must find out and classify the needs and interests of its students. Then it should organize its program in such a way that these needs and interests are met. This may require change in curriculum content, method, and equipment. The effectiveness of the school will be judged on the basis of how well its students are equipped to take their places in a democratic society. The third step is for the school to improve its guidance program.<sup>2</sup>

If indeed the effectiveness of a school is judged on how well its students take their place in society, it will be necessary to know what they are doing after they leave school. Douglass pointed out that:

A program of life adjustment attending to the needs of the individual will need to follow the student out into his adult life situations. Only as the school remains in touch with the post-school experiences of its students will it effectively fulfill its basic purpose.<sup>3</sup>

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<sup>1</sup> Ibid., p. 583.

<sup>2</sup> Ibid., p. 584.

<sup>3</sup> Harl R. Douglass (ed.), Education for Life Adjustment (New York: The Ronald Press Company, 1950), p. 86.

The follow-up study is one technique of keeping in touch with the student after he has left school. Roeber, Smith, and Erickson felt this to be a very effective method:

Few other techniques have been devised that will enable a school to evaluate its efforts of the past and to plan for each pupil currently in school the kinds of training best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.<sup>1</sup>

Carefully planned and conducted follow-up surveys can supply the answers to many important questions for the schools. The purposes of such a survey are for evaluation and improvement of curriculum, effectiveness of instruction, school policies, and guidance services. Assessing an activity affords the opportunity to determine the value and effectiveness of that activity. The world measures the success of the farmer, the merchant, the professional worker by the product of his labor; a school, too, may determine its success by examining its product.<sup>2</sup>

In recent years, the guidance program has come to be recognized as an important part of the total school program. Guidance services have been set up in schools, and counselors have been hired to help students solve their educational, vocational, and personal problem. The successful

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<sup>1</sup>Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services (New York: McGraw-Hill, 1955), p. 216.

<sup>2</sup>Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally and Company, 1960), p. 302.

solution of some of these problems is evident while the students are still in school. Other problems, of a long-range nature, will not be resolved until some time after the students have left high school. The total effectiveness of the guidance program cannot be measured, therefore, unless some effort is made to see what adjustments students have made in the post-high school years. The importance of the follow-up study in the guidance program was stated by Humphreys and Traxler:

An integral part of guidance services is the follow-up.... Without the follow-up, counseling is incomplete.... A counselor who does not find out what has happened to his counselee is like the physician who does not check upon whether his patient recovered from an illness. Neither is providing the professional services that he should.<sup>1</sup>

The success of the follow-up survey depends upon a clearly delineated set of objectives. "The individual's life is more than vocational," said Chisholm, "and not all problems of adjustment appear on the job."<sup>2</sup> Follow-up studies should be comprehensive enough to touch upon all facets of the individual's life, vocational, educational, and

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<sup>1</sup> J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, 1954), p. 207.

<sup>2</sup> Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 291.

personal. It should give a clear picture of the problems each person is facing and the adjustment he is making.

The follow-up survey will have little value if it is not used. The information received from a follow-up survey can be employed constructively by the administration, the counseling staff, the faculty, and the students. Those on the staff are given an opportunity to evaluate the activities of the school, to judge the curriculum of the school and its effect on the future lives of its students. Teaching objectives and techniques used in teaching subject matter may also be evaluated. Information can be presented to the students now in school; e.g., how many graduates are in professions, how many in skilled labor, etc., thus helping them to choose a realistic vocational goal.<sup>1</sup>

A study of surveys which have been made in various schools may be helpful. Bear and Weaver found, in a follow-up survey of the 1954 graduates of all the high schools in Oregon, that although 37 per cent of the graduates entered degree-granting institutions, more than one-half of these dropped out before completion. About one-half of the graduates did not enter either a degree or a non-degree program. These results pointed up the need for maintaining a balanced cur-

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<sup>1</sup>Froehlich, op. cit., pp. 323-329.



riculum which would serve the needs of young people entering all walks of life, including a strong secondary school program of a terminal nature, including vocational.<sup>1</sup>

Peters made a survey of the 1956, 1957, and 1958 graduates of Western Area Joint High School, Mifflensburg, Pennsylvania. He used two categories in his study: the present vocational areas of the graduates were either related or nonrelated to their field of preparation. He found that out of 49 graduates who have taken the college preparatory course, 26 were in related fields and 23 were in non-related fields. He concluded that "not all students have the ability or financial means to continue their training. Let's not forget the student who wants to become part of our labor economy and also make a success of life."<sup>2</sup>

Krueger and Langan, in the fall of 1955, conducted a survey of a class which had graduated that spring from Northern Illinois high school. The stated purpose of their study was to examine current curricular and extra-curricular activities in light of the post high school activities of a recent graduating class. They found that 45 per cent of the graduates were attending schools of higher learning and that

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<sup>1</sup>Willard Bear and Glen Weaver, "A Follow-up Survey of High School Graduates," Bulletin of National Association of Secondary School Principals (February, 1960), 69-72.

<sup>2</sup>James B. Peters, "Is Your Follow-up Showing?" The Clearing House (October, 1960), 101-102.



43 per cent had full time jobs. Some of their recommendations were: neither vocational training or college preparation should be neglected; group guidance courses in occupations and employment would be valuable; a freshman college-level course might be advisable, designed for those who plan to attend college.<sup>1</sup>

Several follow-up studies have been made in other Iowa school districts. Some of this information, as it relates to this survey, is cited in the following paragraphs.

McBeth made these conclusions:

1. The high school did little in aiding their graduates to secure a job.
2. A large percentage graduated without any plans for the future.
3. Counseling and guidance services were insufficient.
4. Graduates had inadequate participation in community affairs.<sup>2</sup>

The following conclusions were made by Jensen:

1. The curriculum revision needed further study.
2. There was a need for evaluation of the existing guidance program.

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<sup>1</sup>Albert H. Krueger and Gregory Langan, "Evaluating the Curriculum: Helpful Information Obtained Through Follow-up Study of Recent Graduates," The Clearing House (April, 1958), 480-484.

<sup>2</sup>Richard E. McBeth, "A Follow-up Study of the 1949 Graduates of a Large and Small School in Henry County, Iowa" (Unpublished Master's thesis, Drake University, Des Moines, Iowa, 1957), 75-56.

3. A marriage and family relations course needed to be included in the curriculum.

4. A well-defined program which would help to prepare students for further education should be included.<sup>1</sup>

It may conclude from these surveys that certain weaknesses and needs which exist within a curriculum may be found by use of a follow-up study of high school graduates.

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<sup>1</sup>Dale LaVern Jensen, "A Follow-up Study of Waverly High School Graduates, Waverly, Iowa, 1950-1957" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1958), 64.

## CHAPTER II

### PRESENTATION OF THE RESULTS OF THE FOLLOW-UP QUESTIONNAIRE

The results of the questionnaire were tabulated with both numbers and percentages of persons answering each question. There were 105 Urbandale High School graduates, 56 men and 49 women, who answered the questionnaire used in this study. The percentages were computed from the number of graduates participating in the survey. Some graduates gave more than one answer to some of the questions.

#### I. ADDRESS AND MARITAL STATUS

Table III shows the location of the people in this survey. Thirty-one, or 55.4 per cent, of the men and 34, or 69.4 per cent, of the women gave Des Moines addresses. Five men, or 8.9 per cent, and 5 women, 10.2 per cent, lived elsewhere in Iowa. Nine, or 16.1 per cent, of the men and 10, or 20.4 per cent, of the women lived outside the state of Iowa. Eleven, or 19.6 per cent, of the men were in military service.

Data in Table IV show the marital status of the graduates. Twenty-four, or 42.8 per cent, of the men were single, as were 12, or 24.5 per cent, of the women. Thirty, or 53.6 per cent, of the men were married, and 33, or 67.3 per cent,

of the women were married. Two men, or 3.6 per cent, and 4 women, or 8.2 per cent, had been divorced; one of these men and two of the women were remarried.

TABLE III

LOCATION OF 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Address	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Local	3	3	7	8	5	9	8	3	8	11	31	34	55.4	69.4
In State	0	0	3	1	0	3	2	0	0	1	5	5	8.9	10.2
Out of State	2	0	2	3	1	2	2	3	2	2	9	10	16.1	20.4
Military Service	3	0	0	0	1	0	2	0	5	0	11	0	19.6	0.0
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

## II. EMPLOYMENT

Data compiled in Table V concerning the employment status of the 1954-1958 graduates show that none of them were unemployed at the time of the survey. Employed full time were 38, or 67.9 per cent, of the men and 28, or 57.1 per cent, of the women. Seven, or 12.5 per cent of the men

TABLE IV

MARITAL STATUS OF 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Marital Status	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Single	1	0	2	2	4	4	5	1	12	5	24	12	42.8	24.5
Married	7	2	8	10	3	9	9	4	3	8	30	33	53.6	67.3
Widowed	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Divorced	0	1	1	0	0	0	0	1	0	0	1	2	1.8	4.1
Separated	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Remarried	0	0	1	0	0	1	0	0	0	1	1	2	1.8	4.1
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

were in school full time; none of the women were in school. Eleven men, or 19.6 per cent, were in military service. Twenty-one, or 42.9 per cent, of the women indicated they were housewives. Sixteen of the women who were married were also employed full time.

Table VI shows the type of work engaged in by the 56 men and 49 women in the survey. Professional, semi-professional, and managerial occupations account for 16, or 28.5 per cent, of the men; 6, or 12.3 per cent, of the women were in this classification. The second largest group of men, 11, or 19.7

TABLE V

EMPLOYMENT STATUS AS REPORTED BY 56 MEN AND  
49 WOMEN GRADUATES, URBANDALE, IOWA,  
HIGH SCHOOL, 1954-1958

Employment	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Full Time	4	1	10	5	5	8	11	4	8	10	38	28	67.9	57.1
Unemployed	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Armed serv- ices	3	0	0	0	1	0	2	0	5	0	11	0	19.6	0.0
Housewife	0	2	0	7	0	6	0	2	0	4	0	21	0.0	42.9
In school full time	1	0	2	0	1	0	1	0	2	0	7	0	12.5	0.0
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

per cent, were employed in skilled and semi-skilled jobs; 1 woman, or 2 per cent, was a semi-skilled position. The largest number of women, 20 or 40.8 per cent, were in clerical or sales positions. Five men, or 8.9 per cent, were in clerical or sales positions or sales jobs. Service occupations were held by 6, or 10.7 per cent, of the men and by 1, or 2 per cent, of the women.

In answer to how well the graduates were prepared by the high school for the jobs they held, Table VII shows that 11, or 19.7 per cent, of the men and 11, or 22.4 per cent,

TABLE VI

TYPE OF WORK ENGAGED IN AS REPORTED BY 56 MEN  
AND 49 WOMEN GRADUATES OF URBANDALE,  
IOWA HIGH SCHOOL, 1954-1958

Type of Work	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Professional semi-profes- sional, and managerial	2	0	5	2	2	2	3	0	4	2	16	6	28.5	12.3
Clerical and Sales	1	1	0	3	2	6	2	4	0	6	5	20	8.9	40.8
Service	0	0	2	0	0	0	3	0	1	1	6	1	10.7	2.0
Skilled and semi- skilled	1	0	3	0	1	0	3	0	3	1	11	1	19.7	2.0
Armed Services	3	0	0	0	1	0	2	0	5	0	11	0	19.7	0.0
In College	1	0	2	0	1	0	1	0	2	0	7	0	12.5	0.0
Housewife	0	2	0	7	0	6	0	2	0	4	0	21	0.0	42.9
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

of the women felt that they were "extremely well" prepared. A total of 37, or 66 per cent, of the men and 32, or 65.3 per cent of the women answered either "moderately well" or "fairly well" prepared. Six, or 10.7 per cent, of the men and 4, or 8.2 per cent, of the women felt that they had been "poorly" prepared or "not at all" prepared.

TABLE VII

EXTENT TO WHICH HIGH SCHOOL TRAINING PREPARED FOR  
JOBS HELD 56 MEN AND 49 WOMEN GRADUATES  
OF URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Extent of Prepara- tion	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Extremely Well	1	2	3	2	1	2	5	3	1	2	11	11	19.7	22.4
Moderately Well	4	1	3	6	4	8	2	3	6	5	19	23	33.9	46.9
Fairly Well	3	0	6	3	0	2	3	0	6	4	18	9	32.1	18.4
Poorly	0	0	0	0	0	1	1	0	0	1	1	2	1.8	4.1
Not At All	0	0	0	1	2	1	1	0	2	0	5	2	8.9	4.1
No Res- ponse	0	0	0	0	0	0	2	0	0	2	2	2	3.6	4.1
	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

The methods used in obtaining employment are presented in Table VIII. More men and women found their jobs themselves than by any other method. Thirty-six, or 64.3 per cent, of the men and 12, or 24.5 per cent, of the women indicated this to be the case. The women stated that the employment agency was used by 8, or 16.3 per cent, of them. The newspaper was the method used by 7, or 14.3 per cent, of the women. Five, or 8.9 per



per cent, of the men listed friends. Family was listed by 4, or 7.2 per cent, of the men. Three men, or 5.3 per cent, indicated that school officials had helped them obtain their jobs; no women listed this method.

TABLE VIII

METHOD OF OBTAINING EMPLOYMENT AS REPORTED BY  
56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Method	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Family	0	1	1	0	1	0	1	1	2	0	4	2	7.2	4.1
Friend	1	0	2	0	1	1	0	1	1	2	5	4	8.9	8.2
Employ- ment Agency	0	0	1	1	0	2	1	2	0	3	2	8	3.6	16.3
School Officials	0	0	1	0	0	0	2	0	0	0	3	0	5.3	0.0
Newspaper	0	1	0	2	0	2	2	1	0	1	2	7	3.6	14.3
Found It Myself	7	0	6	4	5	4	8	0	10	4	36	12	64.3	24.5
Other	0	0	0	1	0	1	1	0	0	0	1	2	1.8	4.1
No Response	0	1	1	4	0	4	0	1	2	4	3	14	5.3	28.5
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

Data in Table IX show that 5, or 8.9 per cent, of the men

held positions exactly like the ones they wanted when they graduated. Fifteen, or 26.8 per cent, of the men held jobs closely related to the type of work they wanted. Fifteen, or 26.8 per cent, of the men stated that their jobs were not related to the ones they wanted at graduation. Fourteen, or 25 per cent, of the men reported they did not have a plan when they graduated. Of the women, 10, or 20.4 per cent, had exactly the jobs they wanted at graduation, and 13, or 31.8 per cent, were closely related. Nine, or 18.4 per cent, of the women were in occupations not related to the work desired at graduation. Eight, or 16.3 per cent, of the women did not have a plan when they graduated.

TABLE IX

DEGREE OF RELATIONSHIP BETWEEN WORK SECURED AND WORK  
DESIRED AS REPORTED BY 56 MEN AND 49 WOMEN  
GRADUATES, URBANDALE, IOWA,  
HIGH SCHOOL, 1954-1958

Extent of Relationship	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Didn't Have Plan	1	1	5	1	1	2	3	1	4	3	14	8	25.0	16.3
Not Related	5	0	3	0	2	3	1	2	4	4	15	9	26.8	18.4
Closely Related	0	0	3	5	2	4	6	1	4	3	15	13	26.8	26.5
Exactly the Job I Wanted	1	2	1	4	0	3	3	0	0	1	5	10	8.9	20.4
No Response	1	0	0	2	2	2	1	2	3	3	7	9	12.5	18.4
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

Data in Table X show that 23, or 41.1 per cent, of the men were well-satisfied and 16, or 28.5 per cent, were moderately satisfied with the work they were doing. Nine, or 16.1 per cent, of the men expressed dissatisfaction with their work. Twenty-eight, or 57.2 per cent, of the women were well-satisfied with what they were doing, and 12, or 24.5 per cent, were moderately satisfied. No woman said she was dissatisfied with her job. One man, 1.8 per cent, and one woman, 2 per cent, said that they were indifferent to their jobs.

TABLE X

DEGREE OF SATISFACTION IN WORK SECURED AS REPORTED  
BY 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Satisfac- tion	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Well Satisfied	5	3	4	7	1	9	9	3	4	6	23	28	41.1	57.2
Moderately Satisfied	1	0	5	2	3	3	4	2	3	5	16	12	28.5	24.5
Indif- ferent	0	0	1	1	0	0	0	0	0	0	1	1	1.8	2.0
Dissat- isfied	1	0	2	0	1	0	0	0	5	0	9	0	16.1	0.0
No Response	1	0	0	2	2	2	1	1	3	3	7	8	12.5	16.3
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

### III. FURTHER EDUCATION AND TRAINING

Table XI shows the training beyond high school that was taken by the Urbandale High School graduates, 1954-1958. A total of 36 men, or 64.2 per cent, attended college for some length of time. Sixteen, or 28.5 per cent, received a college degree. Four of these college graduates were working toward a higher degree. Sixteen women, or 32.7 per cent, attended college; 4, or 8.2 per cent, of them received degrees. In addition, 2 women, or 4.1 per cent, received the degree of registered nurse. One woman was taking graduate work. Forty-three, or 76.8 per cent, of the men and 21, or 42.9 per cent, of the women took some kind of training beyond high school.

Forty-two men and twenty-one women responded to the question, "How well prepared were you by your high school training for the institution you attended?" The percentages are based on the number who answered the question. Six, or 14.3 per cent, of the men and seven, or 33.3 per cent, of the women felt that academically they were prepared "extremely well." Twenty-two, or 52.4 per cent, of the men and ten, or 47.7 per cent, of the women felt that they were prepared "moderately well." "Fairly well" was the response made by seven, or 16.7 per cent, of the men and four, or 19 per cent, of the women. Seven, or 16.7 per cent of the men

TABLE XI

EDUCATION OR TRAINING BEYOND HIGH SCHOOL AS REPORTED  
BY 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Type of Training	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College Degree	3	0	4	2	1	1	4	0	4	1	16	4	28.5	8.2
Some College Work	3	0	3	5	5	4	2	1	7	2	20	12	35.7	24.5
R.N. Degree	0	0	0	0	0	1	0	0	0	1	0	2	0.0	4.1
Correspondence, or Business, or Technical	0	0	1	0	1	1	0	0	2	2	4	3	7.2	6.1
Military Service Schools	2	0	0	0	0	0	1	0	0	0	3	0	5.4	0.0
No Training	0	3	4	5	0	7	7	5	2	8	13	28	23.2	57.1
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

indicated that they were poorly prepared academically; none of the women gave this response.

In answer to how well prepared they were socially for college, forty-two men and twenty-one women responded. Eight men, or 19 per cent, and five women, or 23.8 per cent, answered "extremely well." The answer "moderately well" was checked by twenty-two, or 52.4 per cent, of the men and ten, or 47.7 per

cent, of the women. Eleven men, or 26.2 per cent, and four women, or 19 per cent, replied "fairly well." One woman, or 4.8 per cent, indicated that she had been poorly prepared socially. One man, or 2.4 per cent, responded that he had not been prepared at all.

Forty men and twenty women answered a question concerning which high school experience had been most useful if they attended college. College preparatory courses were felt to be the most useful for eighteen, or 45 per cent, of the men and for nine, or 45 per cent, of the women who responded. Extra-class activities were cited by twelve, or 30 per cent, of the men and three, or 15 per cent, of the women. Three, or 7.5 per cent, of the men and five, or 25 per cent, of the women said that personal associations with certain teachers were their most useful high school experience. Learning to get along with others was listed by four, or 10 per cent, of the men and three, or 15 per cent, of the women. Counseling by faculty members was the response of one, or 2.5 per cent, of the men; none of the women made this response. One man said that required study was his most useful experience. None of his high school experiences were useful to one man because of too long a period of time between high school and college.

## IV. SCHOOL INFLUENCES

Table XII shows the response of the graduates when they were asked to estimate the value of their high school training by checking as "extremely useful," "fairly useful," or "useless" each of the subjects they took while in high school, as well as the extra-curricular activities in which they participated. The percentages are figured for each subject on the basis of the number of people who checked that subject as one they had taken.

These subjects were listed by the men as being most useful: English, 38, or 69.1 per cent; Speech, 31, or 62 per cent; geometry, 22, or 57.9 per cent; general mathematics, 30, or or 62.5 per cent; chemistry, 16, or 61.5 per cent; typing, 33, or 63.5 per cent; industrial arts, 13, or 50 per cent. Those subjects listed most frequently as "useless" by the men were foreign language, 12, or 57.1 per cent; algebra, 11, or 34 per cent; biology, 13, or 27.1 per cent.

The women checked most frequently these subjects as "extremely useful": English, 37, or 82.2 per cent; speech, 33, or 71.7 per cent; general mathematics, 21, or 67.7 per cent; chemistry, 6, or 54.5 per cent; general business, 17, or 65.4 per cent; bookkeeping, 16, or 53.3 per cent; typing, 32, or 71.1 per cent; office practice, 16, or 72.7 per cent. Those subjects termed "useless" by the women were algebra,

15, or 36.6 per cent; geometry, 5, or 41.7 per cent; biology, 17, or 40.5 per cent; foreign language, 14, or 66.7 per cent, shorthand, 12, or 40 per cent.

The extra-curricular activities estimated "extremely useful" by the men were dramatics, 11, or 50 per cent; student council, 10, or 45.5 per cent; athletics, 17, or 43.6 per cent. Nine, or 56.3 per cent, of the women listed student council as "extremely useful."



TABLE XII

VALUE OF HIGH SCHOOL TRAINING IN SPECIFIC SUBJECTS  
AS REPORTED BY 56 MEN AND 49 WOMEN  
GRADUATES, URBANDALE, IOWA,  
HIGH SCHOOL, 1954-1958

Subject Degree	1954		1955		1956		1957		1958		Total		Per Cent*	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ENGLISH														
E	7	2	9	10	3	10	11	6	8	9	38	37	69.1	82.2
F	1	1	2	2	2	2	1	0	6	3	12	8	9.1	17.8
U	0	0	1	0	2	0	1	0	1	0	5	0	21.8	0.0
LITERATURE														
E	4	1	3	4	0	4	1	1	1	1	9	11	17.3	25.6
F	4	2	7	7	2	4	7	5	12	5	32	23	61.5	53.5
U	0	0	0	1	5	5	4	0	2	3	11	9	21.2	20.9
SPEECH														
E	5	3	8	9	2	10	8	4	8	7	31	33	62.0	71.7
F	2	0	1	2	4	3	3	2	7	3	17	10	34.0	21.7
U	0	0	1	1	1	0	0	0	0	2	2	3	4.0	6.6
WORLD HISTORY														
E	4	0	4	1	1	2	3	1	3	1	15	5	28.9	11.9
F	2	2	5	8	3	7	8	4	9	6	27	27	51.9	64.3
U	1	0	2	1	3	3	2	1	2	5	10	10	19.2	23.8
AMERICAN HISTORY														
E	4	0	4	1	1	4	3	1	4	2	16	8	32.0	18.6
F	3	2	5	9	3	4	8	4	7	5	26	24	52.0	55.8
U	1	1	1	1	3	3	1	1	2	5	8	11	16.0	25.6

TABLE XII (continued)

Subject Degree	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
SOCIAL PROBLEMS														
E	1	1	3	1	1	2	5	5	5	3	15	12	38.5	30.8
F	1	0	5	6	2	11	4	1	3	9	15	27	38.5	69.2
U	0	0	1	0	3	0	0	0	5	0	9	0	23.0	0.0
ALGEBRA														
E	5	1	5	3	4	4	5	1	5	2	24	11	45.3	26.8
F	1	0	5	4	1	3	7	3	4	5	18	15	20.7	36.6
U	2	2	2	2	2	6	1	2	4	3	11	15	34.0	36.6
GEOMETRY														
E	5	2	3	0	3	2	6	1	5	2	22	5	57.9	41.7
F	2	0	5	0	0	0	3	1	0	1	10	2	26.3	16.6
U	1	2	0	0	1	2	2	0	2	1	6	5	15.8	41.7
GENERAL MATH														
E	5	2	7	8	4	9	8	2	6	0	30	21	62.5	67.7
F	2	0	4	3	1	3	2	0	7	2	16	8	33.3	25.8
U	0	1	1	0	1	0	0	0	0	1	2	2	4.2	6.5
GENERAL SCIENCE														
E	3	0	5	0	2	1	7	2	3	2	20	5	42.6	17.2
F	2	2	6	5	3	4	3	0	9	5	23	16	48.9	55.2
U	0	1	0	1	2	2	1	0	1	4	4	8	8.5	27.6
BIOLOGY														
E	2	0	3	0	0	3	4	1	5	2	14	6	29.2	14.3
F	3	2	5	5	3	4	2	3	8	5	21	19	43.7	45.2
U	2	1	0	5	3	4	6	2	2	5	13	17	27.1	40.5

TABLE XII (continued)

Subject Degree	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
CHEMISTRY														
E	0	0	1	0	3	3	7	1	5	2	16	6	61.5	54.5
F	0	0	1	0	2	1	0	1	4	1	7	3	26.9	27.3
U	0	0	0	0	2	0	1	0	0	2	3	2	11.6	18.2
PHYSICS														
E	4	0	3	0	3	0	3	0	5	1	18	1	41.9	10.0
F	2	0	4	1	0	1	1	1	0	0	9	3	51.1	80.0
U	1	0	0	0	1	0	0	0	1	2	3	2	7.0	20.0
FOREIGN LANGUAGE														
E	0	0	0	2	0	1	0	0	0	1	0	4	0.0	19.0
F	4	0	4	1	0	1	1	1	0	0	9	3	42.9	14.3
U	4	0	3	2	3	9	1	0	1	3	12	14	57.1	66.7
GENERAL BUSINESS														
E	1	2	3	6	3	8	7	0	5	1	19	17	48.7	65.4
F	0	0	2	4	3	4	5	0	6	1	16	9	41.0	34.6
U	1	0	1	0	1	0	0	0	1	0	4	0	10.3	0.0
BOOKKEEPING														
E	0	2	0	5	3	3	9	3	1	3	13	16	43.3	53.3
F	1	1	3	3	2	2	3	0	5	5	14	11	46.7	36.7
U	0	0	2	1	0	0	0	1	1	1	3	3	10.0	10.0
TYPING														
E	5	2	5	11	5	7	7	4	11	8	33	32	63.5	71.1
F	2	1	3	1	0	4	5	2	2	2	12	10	23.1	22.2
U	0	0	2	0	2	2	1	0	2	1	7	3	13.4	6.7

TABLE XII (continued)

Subject Degree	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>SHORTHAND</b>														
E	0	1	0	0	0	3	0	1	0	2	0	7	0.0	72.7
F	0	1	0	3	0	4	0	1	0	2	0	11	0.0	36.7
U	0	1	0	2	0	3	0	3	0	3	0	12	0.0	40.0
<b>OFFICE PRACTICE</b>														
E	0	1	0	3	0	5	0	3	0	4	0	16	0.0	72.7
F	0	0	0	1	0	3	0	0	0	1	0	5	0.0	22.7
U	0	0	0	0	0	0	0	0	0	1	0	1	0.0	4.6
<b>INDUSTRIAL ARTS</b>														
E	0	0	1	0	2	0	6	0	4	0	13	0	50.0	0.0
F	0	0	0	0	0	0	2	0	6	0	8	0	30.8	0.0
U	0	0	0	0	0	0	2	0	3	0	5	0	19.2	0.0
<b>HOMEMAKING</b>														
E	0	2	0	7	0	5	0	3	0	4	0	21	0.0	46.7
F	0	1	0	4	0	5	0	3	0	5	0	18	0.0	40.0
U	0	0	0	1	0	2	0	0	0	3	0	6	0.0	13.3
<b>JOURNALISM</b>														
E	0	0	0	1	0	3	4	1	3	2	7	7	30.5	33.3
F	1	1	0	2	2	2	1	3	7	4	11	12	47.8	57.2
U	0	0	0	0	4	0	1	2	0	0	5	2	21.7	9.5
<b>ATHLETICS</b>														
E	2	1	3	0	2	2	5	0	5	3	17	6	43.4	50.0
F	2	0	4	4	3	1	5	3	3	5	17	13	43.6	54.2
U	1	0	2	0	1	2	0	1	1	2	5	5	12.8	20.8

TABLE XII (continued)

Subject Degree	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
BAND														
E	0	0	0	0	1	1	3	0	0	1	4	2	36.4	50.0
F	0	0	1	0	0	0	0	0	2	1	3	1	27.2	25.0
U	1	0	0	0	1	1	1	0	1	0	4	1	36.4	25.0
VOCAL MUSIC														
E	0	0	2	2	2	2	0	0	1	0	4	4	27.8	16.0
F	0	0	2	1	1	3	1	1	2	8	6	13	33.3	52.0
U	1	0	0	1	2	3	3	2	1	2	7	8	38.9	32.0
DRAMATICS														
E	3	0	4	3	1	2	1	0	2	2	11	7	50.0	26.9
F	1	0	3	3	0	4	3	3	0	4	7	14	31.8	53.9
U	0	0	0	1	3	3	1	1	0	0	4	5	18.2	19.2
STUDENT COUNCIL														
E	1	0	2	1	2	3	2	2	3	3	10	9	45.5	56.3
F	2	0	2	1	2	3	3	2	1	0	10	6	45.5	37.5
U	0	0	0	1	1	0	1	0	0	0	2	1	9.0	6.2
CHEERLEADING														
E	0	0	0	0	0	2	0	0	0	1	0	3	0.0	37.5
F	0	0	0	3	0	1	0	1	0	0	0	5	0.0	62.5
U	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0

\*Percentages in each subject based on the total number who checked that subject as one taken.

Table XIII shows the degree to which the guidance received in high school had been helpful to the 1954-1958 graduates. It was explained in the questionnaire that guidance meant individual help by teachers, counselors, and principals with educational, vocational, social, and similar problems. "Extremely helpful" was checked by 15, or 26.8 per cent, of the men; 21 men, or 37.5 per cent, reported "some help"; 8, or 14.3 per cent, disclosed that they had "very little help"; 1, or 1.8 per cent, of the men said that it had not been helpful at all; 11, or 19.6 per cent, said they didn't have any guidance in school. "Extremely helpful" was reported by 17, or 34.7 per cent, of the women; 15, or 30.6 per cent, indicated "some help"; 7, or 14.3 per cent, said they had "very little help"; none of the women said that guidance had not been helpful at all; 10, or 20.4 per cent, said they didn't have any in school.

Table XIV shows the extent to which graduates felt that high school experiences had given them useful information in specific fields. In marriage and family relationships, 8, or 14.3 per cent, of the men felt that their training in this area had been "extremely useful"; 23, or 41.1 per cent, felt that it had been "useless." Nine, or 16.1 per cent, of the men felt their experiences had been "extremely useful" in appreciation of the beauty in music, art, and literature; 22, or 39.3 per cent, answered that these experiences were "use-

TABLE XIII

THE DEGREE TO WHICH GUIDANCE WAS REPORTED HELPFUL  
BY 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Extent of Help	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Extremely Helpful	1	1	2	5	2	5	7	1	3	5	15	17	26.8	34.7
Some Help	3	2	2	1	3	3	3	2	10	7	21	15	37.5	30.6
Very Little Help	1	0	3	0	1	3	3	2	0	2	8	7	14.3	14.3
Not Help- ful At All	0	0	0	0	0	0	0	0	1	0	1	0	1.8	0.0
Didn't Have Any In School	3	0	5	6	1	3	1	1	1	0	11	10	19.6	20.4
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

less." With respect to getting along with others, 24, or 42.8 per cent, of the men indicated their experiences to have been "extremely useful." Twenty-five, or 44.6 per cent, of the men indicated their experiences to have been "extremely useful." Twenty-five, or 44.6 per cent, of the men reported the training they had received in self-expression through speech and writing was "extremely useful." The women had "moderately useful" as their most frequent response in most of the areas. In the area of getting along with others, 27, or 55.1 per cent,

TABLE XIV

DEGREE TO WHICH HIGH SCHOOL EXPERIENCES WERE USEFUL IN  
SPECIFIC FIELDS AS REPORTED BY 56 MEN AND  
49 WOMEN GRADUATES, URBANDALE, IOWA  
HIGH SCHOOL, 1954-1958

Field Degree	1954 M F	1955 M F	1956 M F	1957 M F	1958 M F	Total M F	Per Cent M F
IN DEVELOPMENT OF SALABLE SKILLS							
E	1	5	2	6	2	16	28.5
F	3	4	4	7	10	30	53.6
U	0	3	1	1	1	8	14.3
*N	0	0	0	0	2	2	3.6
							22.4
							51.0
							8.2
							18.4
IN DEVELOPING AND MAINTAINING YOUR HEALTH							
E	1	3	3	4	5	16	28.6
F	2	8	3	8	8	32	57.1
U	0	1	1	2	2	8	14.3
N	0	0	0	0	0	0	0.0
							22.5
							61.2
							10.2
							6.1
CIVIC AND WORLD AFFAIRS							
E	3	2	1	8	4	18	32.2
F	5	9	4	5	10	33	58.9
U	0	1	2	1	1	5	8.9
N	0	0	0	0	0	0	0.0
							20.4
							65.3
							10.2
							4.1



TABLE XIV (continued)

Field Degree	1954 M F		1955 M F		1956 M F		1957 M F		1958 M F		Total M F		Per Cent M F	
MARRIAGE AND FAMILY RELATION- SHIPS														
E	0	0	1	2	1	5	4	2	2	1	8	10	14.3	20.4
F	3	3	4	5	3	6	6	2	3	9	19	25	33.9	51.0
U	4	0	6	3	3	2	3	1	7	1	23	7	41.1	14.3
N	1	0	1	2	0	1	1	1	3	3	6	7	10.7	14.3
HANDLING MONEY														
E	2	2	3	2	0	4	4	2	1	4	10	14	17.8	28.6
F	3	1	7	6	4	6	10	4	7	9	31	26	55.4	53.1
U	2	0	2	3	3	3	0	0	7	0	14	6	25.0	12.2
N	1	0	0	1	0	1	0	0	0	1	1	3	1.8	6.1
HOW TO "KEEP UP" IN A SCIENTIFIC WORLD														
E	2	1	0	0	0	2	2	1	4	3	8	7	14.3	14.3
F	3	2	9	8	5	8	9	3	9	8	35	29	62.5	59.2
U	2	0	2	3	2	2	3	2	2	2	11	9	19.6	18.4
N	1	0	1	1	0	2	0	0	0	1	2	4	3.6	8.1
APPRECIATION OF THE BEAUTY IN MUSIC, ART, LITERATURE														
E	1	1	2	1	0	1	3	3	3	5	9	11	16.1	22.5

TABLE XIV (continued)

Field Degree	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
F	4	2	6	7	2	11	7	2	6	7	25	29	44.6	59.2
U	3	0	4	3	5	2	4	1	6	0	22	6	39.3	12.2
N	0	0	0	1	0	0	0	0	0	2	0	3	0.0	6.1
INTELLIGENT USE OF LEISURE TIME														
E	1	0	5	1	2	2	4	2	3	4	15	9	26.8	18.4
F	4	3	5	6	2	11	8	3	7	8	26	31	46.4	63.2
U	2	0	2	3	3	1	2	1	5	0	14	5	25.0	10.2
N	1	0	0	2	0	0	0	0	0	2	1	4	1.8	8.2
GETTING ALONG WITH OTHERS														
E	4	3	5	3	2	10	6	3	7	8	24	27	42.8	55.1
F	4	0	6	8	4	4	8	3	8	5	30	20	53.6	40.8
U	0	0	1	0	1	0	0	0	0	0	2	0	3.6	0.0
N	0	0	0	1	0	0	0	0	0	1	0	2	0.0	4.1
SELF EXPRES- SION THROUGH SPEECH AND WRITING														
E	4	2	5	5	1	7	7	3	8	8	25	25	44.6	51.0
F	3	1	5	5	5	5	6	3	5	4	24	18	42.9	36.8
U	0	0	2	1	1	1	1	0	2	1	6	3	10.7	6.1
N	1	0	0	1	0	1	0	0	0	1	1	3	1.8	6.1

\* No Response

of the women said that their experiences had been "extremely useful." Twenty-five, or 51 per cent, of the women felt that what they had gained in self-expression through speech and writing was "extremely useful."

The 105 graduates who participated in this study listed comments and suggestions for improvement of the school program.<sup>1</sup> Those most frequently mentioned were as follows: more or better college preparatory courses; courses which are more like those in college; requirement of more mathematics; better English courses with special emphasis on writing; a better foreign language program; and instruction in how to study.

Data concerning the most difficult problem met since graduation are presented in Table XV. Further education was the most difficult problem for the men in this survey; it was listed by 25, or 44.6 per cent, of them. Military service was cited by 6, or 10.7 per cent, of the men. Further education was listed as the chief problem by 7, or 14.3 per cent, of the women. Five of the men and eleven women stated that they had faced no serious problems since graduation; two men and eight women gave no response to this question.

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<sup>1</sup>See Appendix C for graduates' comments and suggestions.

## V. PERSONAL INTERESTS

Data compiled in Table XVI show the participation in community affairs by the people in this survey. The graduates were asked to check as many items as applied to them. Thirty-six, or 64.3 per cent, of the men and 30, or 61.2 per cent, of the women in this survey exercised their right to vote. Church membership was reported by 39, or 69.8 per cent, of the men. The women reported that 36, or 73.5 per cent, were church members. A few graduates were involved in Red Cross, Boy or Girl Scouts, YMCA or YWCA, service organizations, or other similar groups.

TABLE XV

MOST DIFFICULT PROBLEM MET SINCE GRADUATION  
BY 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL  
1954-1958

Problem	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Holding A Job	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Making Friends	0	0	1	1	0	0	0	1	0	0	1	2	1.8	4.1
Military Service	1	0	0	0	0	1	2	0	3	0	6	1	10.7	2.0
Boy-Girl Relations	0	0	1	0	0	2	0	1	0	0	1	3	1.8	6.1

TABLE XV (continued)

Problem	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Adjusting to Marriage	1	0	0	1	0	1	1	0	0	3	2	5	3.6	10.2
Further Education	4	0	5	1	6	2	5	2	5	2	25	7	44.6	14.3
Moral and Spiritual Values	0	0	2	0	0	0	0	0	2	1	4	1	7.1	2.0
Other	2	2	3	7	1	7	4	1	5	5	15	22	26.8	44.9
No Response	0	1	0	2	0	1	2	1	0	3	2	8	3.6	16.4
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

TABLE XVI

PARTICIPATION IN COMMUNITY AFFAIRS AS REPORTED  
BY 56 MEN AND 49 WOMEN GRADUATES,  
URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Community Affair	<u>1954</u>		<u>1955</u>		<u>1956</u>		<u>1957</u>		<u>1958</u>		<u>Total</u>		<u>Per Cent*</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Vote	6	3	12	11	4	11	11	4	3	1	36	30	64.3	61.2
Active Part In Political Campaign	1	0	0	2	1	1	0	0	0	0	2	3	3.6	6.1
Red Cross: Member Only	2	0	0	0	0	0	1	0	0	0	3	0	5.4	0.0
Active Par- ticipant	0	0	1	0	2	0	0	0	0	0	3	0	5.4	0.0

TABLE XVI (continued)

Community Affair	1945		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Boy or Girl Scouts														
Member only	0	0	0	0	0	0	1	0	0	0	1	0	1.8	0.0
Active Par- ticipant	2	0	0	0	0	0	2	0	1	1	5	1	8.9	2.0
YMCA or YWCA:														
Member only	0	0	1	1	0	0	0	1	0	1	1	3	1.8	6.1
Active Participant	0	0	0	1	0	1	0	0	0	1	0	3	0.0	6.1
Service Club:														
Member only	0	0	1	0	0	0	1	0	1	0	3	0	5.4	0.0
Active Par- ticipant	0	0	0	0	0	1	2	0	1	1	3	2	5.4	4.1
Church:														
Member only	2	1	4	4	3	9	8	3	5	4	22	21	39.3	42.9
Active Par- ticipant	2	0	7	6	1	2	2	1	5	6	17	15	30.5	30.6
Other Similar:														
Member only	0	0	1	1	1	1	1	0	0	0	3	2	5.4	4.1
Active Par- ticipant	3	0	1	1	1	5	2	0	2	3	9	9	16.1	18.4

\*Graduates were asked to check as many as applied to them; some graduates checked several, others did not check any.

Table XVII shows the recreational interests of graduates surveyed. Forty-six, or 82.1 per cent, of the men read magazines; 49, or 87.5 per cent, read newspapers; 26, or 46.4 per cent, read books. Of the women, 41, or 83.7 per cent, read magazines; 39, or 79.6 per cent, read newspapers; 33, or 67.3 per cent, read books. The men reported that 43, or 76.8 per cent, participated in sports and 40, or 71.4 per cent, watched sports. Twenty-six, or 53.1 per cent, of the women participated in sports and 24, or 48.9 per cent, watched sports. Watching television occupied 37, or 66.1 per cent, of the men and 32, or 65.3 per cent, of the women. Movies were reported as an activity by 38, or 67.9 per cent, of the men and 35, or 71.4 per cent, of the women.

The Urbandale High School graduates were asked what occupations they hoped to follow as their life work. Table XVIII shows that 31, or 55.4 per cent, of the men were already engaged in or were in training for the occupation they hoped to be their life work. Sixteen men, or 28.5 per cent, were not in the occupation they hoped to follow. Nine men, or 16.1 per cent, were undecided about their future vocation. Thirty-six, or 73.4 per cent, of the women were satisfied with their present occupations. Nine women, or 18.4 per cent, were not in the occupations they wished to follow. Four women, or 8.2 per cent, were undecided.

TABLE XVII

RECREATIONSL INTERESTS AS REPORTED BY 56 MEN AND 49 WOMEN  
GRADUATES, URBANDALE, IOWA, HIGH SCHOOL,  
1954-1958

Recreation	1954		1955		1956		1957		1958		Total		Per M	Cent*
	M	F	M	F	M	F	M	F	M	F	M	F		
Participate in sports	6	2	8	5	6	8	11	4	12	7	43	26	76.8	53.1
Watch sports	5	2	8	4	6	9	10	4	11	5	40	24	71.4	48.9
Read:														
Magazines	7	3	11	11	7	13	10	4	11	10	46	41	82.1	83.7
Newspapers	8	2	12	11	6	13	10	3	13	10	49	39	87.5	79.6
Books	6	1	6	10	4	11	5	3	5	8	26	33	46.4	67.3
Watch television	4	3	9	6	4	10	11	4	9	9	37	32	66.1	65.3
Go to movies	5	3	9	6	2	12	10	5	12	9	38	35	67.9	71.4
Go to dances	4	3	7	10	2	7	8	3	8	5	29	28	51.8	57.1
Handicrafts	3	1	4	4	2	8	6	1	4	6	19	20	33.9	40.8
Gardening	1	1	3	4	2	6	1	0	1	4	8	15	14.3	30.6
Musical activities	1	0	4	6	3	1	2	2	2	4	12	13	21.4	26.5
Loaf	1	1	2	3	1	1	4	0	6	5	14	10	25.0	20.4
Other	1	1	2	5	0	6	1	1	3	0	7	13	12.5	26.5

\*Graduates were asked to check as many as applied.



TABLE XVIII

RELATIONSHIP BETWEEN FUTURE VOCATIONAL PLANS AND PRESENT  
OCCUPATION AS REPORTED BY 56 MEN AND 49 WOMEN  
GRADUATES, URBANDALE, IOWA, HIGH SCHOOL  
1954-1958

Relationship	1954		1955		1956		1957		1958		Total		Per Cent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
In occupation Now or training for it	6	3	8	9	6	12	7	4	4	8	31	36	55.4	73.4
Not presently in this occupation	2	0	2	3	1	2	4	1	7	3	16	9	28.5	18.4
Undecided	0	0	2	0	0	0	3	1	4	3	9	4	16.1	8.2
Total	8	3	12	12	7	14	14	6	15	14	56	49	100.0	100.0

Of those men who were not engaged in the jobs of their choice, nine hoped to enter the professional, semi-professional, or managerial field; two wished to be in clerical or sales work; two wanted to enter service occupations; two were interested in skilled or semi-skilled jobs; and one man wanted to buy a farm. Of the nine women whose future plans were different from their present occupations, four desired to enter professional, semi-professional, or managerial occupations, and five wished to become housewives.

### CHAPTER III

#### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

##### I. SUMMARY

The purpose of this study was to appraise the curriculum and the educational training offered by Urbandale High School as seen from the point of view of its recent graduates.

The results of 105 returned questionnaire were compiled and analyzed. The following paragraphs are a summary of these results.

One half of the graduates stayed in the Des Moines area. Less than one-fifth had left the state of Iowa. Although fewer boys than girls were married, over half of each group were married. Six of the group had been divorced, and three of these people had since remarried.

None of the graduates were unemployed at the time of the survey. Seven, or 12.5 per cent, of the men were in school full time, and 11, or 19.6 per cent, of the men were in the armed services. Almost half of the men who were employed were in professional, semi-professional, or managerial positions. Almost three-fourths of the employed women were in clerical or sales occupations, with the majority of these jobs being clerical. Most of the men and women felt

they had been "moderately" or "fairly" well prepared by the school for the positions they held. Many of the graduates found their jobs themselves, with only 3 men, or 5.3 per cent, indicating that the school had helped them secure a job. Less than half the men were in positions closely related to or like the jobs they wanted when they graduated, but over half the women were in such occupations.

Although 36, or 64.2 per cent, of the men started college, only 16, or 28.5 per cent, remained in college and received a degree. Only 16 women, or 32.7 per cent, attended college, and 4, or 8.2 per cent of these women received degrees. Five students were taking graduate work. About half the students felt that they were prepared "moderately well," both academically and socially, for college. Of those who attended college, 27, or 45 per cent, felt college preparatory courses to be the most useful high school experience.

English, speech, general mathematics, chemistry, and typing were subjects found to be "extremely useful" by both men and women. The men felt geometry was "extremely useful," and the women thought general business, bookkeeping, and office practice were "extremely useful." Over half of both the men and women felt that their foreign language training was "useless."

Counseling by the high school faculty, counselor, and principal was felt to be "extremely helpful" or of "some

help" by 68, or 64.8 per cent, of the graduates. During the first three years represented by this survey, there was no counselor employed by the school; 18, or 17.1 per cent, graduates of this period reported they didn't have any counseling in school. During the last two years, a counselor was given two periods released time; 3 students, or 2.8 per cent, in these two years reported they didn't have any guidance in school.

About half felt the help and information they had received in getting along with others and in self-expression through speech and writing was "extremely useful." In marriage and family relationships, nearly half the men felt the information had been "useless."

Further education was the most difficult problem met since graduation by the participants. Sixteen people, or 15.2 per cent, felt that they had had no serious problems; 10 people, or 9.5 per cent, did not respond.

Sixty-six, or 62.8 per cent, of the graduates exercised their right to vote. It should be noted that 29 of the 105 people who returned the questionnaire were in the class of 1958, most of whom were too young to vote in the 1960 election. Seventy-five, or 72.4 per cent, of the graduates were church members, with a little less than half of these active participants in church activities. Very few graduates took part in any other community activities.

Reading, especially of magazines and newspapers, was the most frequently listed leisure time activity. Partic-

ipating in sports was the second most popular for the men, and going to movies was the second most popular with the women.

More than half the graduates were already in the occupations which they hoped to follow as their life work. Nine men, or 16.1 per cent, and 4 women, or 8.2 per cent, were still undecided as to their future vocational plans.

## II. CONCLUSIONS

The following conclusions can be drawn from this study:

1. Many of the Urbandale High School graduates stayed in the Des Moines area, probably because of the many job opportunities in a city of this size.
2. Unemployment was not a problem for these graduates.
3. Most of the women were employed in clerical positions; many of them went to these jobs directly from high school, without any further training. Those subjects which related to clerical positions were termed most useful by the women.
4. The school had little, if anything, to do with securing jobs for its graduates.
5. Many of the men who started to college dropped out before they completed their work.

6. Very few of the women attended college or received any training beyond high school.
7. Although many of the students did not know what their vocational future would be when they left school, most of them were satisfied with the jobs they held and expected to stay in these occupations.
8. The graduates were engaged in worthwhile leisure time activities.

### III. RECOMMENDATIONS

Some of the recommendations for curriculum revision that would be apparent from this study are changes that have been made by the administration of Urbandale High School. Here are some of these additions and changes:

1. A one-semester course in college preparatory English is offered in twelfth grade. Emphasis in this course is placed on college-level theme writing.
2. Four years of mathematics are offered.
3. Two years of Latin and two years of Spanish are in the curriculum.
4. Women who have been trained in the two-year business education course are well-prepared for clerical work.

5. A counselor is employed on a two-thirds release time basis, and by 1963-1964 will be on a full-time basis.

Some recommendations which should be considered are:

1. Provision should be made for vocational or technical training for those men who do not go to college, particularly for those types of employment available in the Des Moines, area.
2. Additional provision for individual differences should be made in many of the courses.
3. More women should be encouraged to go to college.
4. Greater emphasis on the teaching of good study habits.
5. Scholastic standards should be examined with a view to raising them. The students desire greater challenge.
6. Further research should be done to aid in a continuing program of evaluation and improvement of the school.

It would seem that Urbandale High School does a reasonable good job of preparing those students who go to college; not enough is done for those who terminate their education with high school.



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## BIBLIOGRAPHY

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APPENDIXES

## APPENDIX A

Dear

I need your help--for two reasons.

First, we at Urbandale High School want to answer this question: How can we best help those who are still in your school?

Second, the final requirement for my master's degree in guidance at Drake University is the writing of a research paper.

So, for both of these reasons, I'm conducting a follow-up study of those of you who graduated from Urbandale High School in 1954, 1955, 1956, 1957, and 1958. Please help me by filling out the enclosed questionnaire and returning it to me as soon as possible. I can't do this without the help of each one of you.

All of your answers will be strictly confidential.

Best wishes,

## APPENDIX B

A QUESTIONNAIRE TO GRADUATES OF  
URBANDALE HIGH SCHOOL

1. Name \_\_\_\_\_  
Girls, if married give maiden name, too
2. Present address \_\_\_\_\_
3. Marital status  
 Single \_\_\_\_\_  
 Married \_\_\_\_\_  
 Widowed \_\_\_\_\_  
 Divorced \_\_\_\_\_  
 Separated \_\_\_\_\_
4. What are you doing Now? (Check as many as apply to you)  
 Employed full time \_\_\_\_\_  
 Employed part time \_\_\_\_\_  
 Unemployed, seeking work \_\_\_\_\_  
 Armed services \_\_\_\_\_  
 Housewife \_\_\_\_\_  
 In school full time \_\_\_\_\_  
 In school part time \_\_\_\_\_  
 Other \_\_\_\_\_ (Explain)
5. If you have taken education or training beyond high school, please answer questions 5 & 6.

Approximate dates		School attended	Course taken	Degree Received	Remarks
From	To				

6. How well do you believe you were prepared by your high school training for the institution you attended?

	Extremely well	Moderately well	Fairly well	Poorly	Not at all
Academically					
Socially					

7. If you have been gainfully employed since leaving high school, please answer: (Include time spent in armed services)

Jobs held	Dates	Employer	Pay	Kind of work done	Reasons for leaving

8. How well do you believe you were prepared by your high school training for the jobs you have held:

Extremely well \_\_\_\_\_ Moderately well \_\_\_\_\_  
 Fairly well \_\_\_\_\_ Poorly \_\_\_\_\_  
 Not at all \_\_\_\_\_

9. How did you obtain your present position?

Family \_\_\_\_\_ Friend \_\_\_\_\_ Employment Agency \_\_\_\_\_  
 School Officials \_\_\_\_\_ Newspaper \_\_\_\_\_ Found it  
 myself \_\_\_\_\_ Other (explain) \_\_\_\_\_

10. To what extent is your present job like the type of work you thought you would follow when you left school?

Didn't have plan \_\_\_\_\_ Closely related \_\_\_\_\_  
 Not related \_\_\_\_\_ Exactly the job I wanted \_\_\_\_\_

11. How well satisfied are you with your present job?

Well satisfied \_\_\_\_\_ Indifferent \_\_\_\_\_  
 Moderately satisfied \_\_\_\_\_ Dissatisfied \_\_\_\_\_

12. What changes or additions to Urbandale High School do you feel would help the school better prepare other students?

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13. Please estimate the value of your high school training. Check one of the three blanks for each subject which you took and for each activity in which you participated.

	Extremely useful	Fairly useful	Useless
English			
Literature			
Speech			
World History			
American History			
American Government			
Social Problems			
Algebra			
Geometry			
General Mathematics			
General Science			
Biology			
Chemistry			
Physics			
Foreign Language			
General Business			
Bookkeeping			
Typing			
Shorthand			
Office Practice			
Industrial Arts			
Home Economics			
Journalism			
Athletics			
Band			
Vocal Music			
Dramatics			
Cheerleading			
Student Council			

14. If you attended college after graduation from high school, which of your high school experiences do you feel were most helpful? (check one)

College preparatory courses \_\_\_\_\_  
 Extra-class activities \_\_\_\_\_ (athletics, band, drama, etc.)  
 Learning to get along with others \_\_\_\_\_  
 Counseling by faculty members \_\_\_\_\_  
 Personal associations with certain teachers \_\_\_\_\_  
 Other (name) \_\_\_\_\_



15. To what extent has the guidance you received been helpful to you? (Guidance here means, individual help by teachers, counselors, and principals with educational, vocational, social, and similar problems)

Extremely helpful \_\_\_\_\_  
 Some help \_\_\_\_\_  
 Very little help \_\_\_\_\_  
 Not helpful at all \_\_\_\_\_  
 Didn't have any in school \_\_\_\_\_

16. To what extent was your high school experience useful in giving you help and information in the following fields?

	Extremely useful	Fairly useful	Useless
In development of salable skills			
In developing and maintaining your health			
Civic and world affairs			
Marriage and family relationships			
Handling money			
How to "keep up" in a scientific world			
Appreciation of the beauty in music, art, literature			
Intelligent use of leisure time			
Getting along with others			
Self expression through speech and writing			

17. What was the most difficult problem you have had to meet since graduating from high school?

Holding a job \_\_\_\_\_  
 Making friends \_\_\_\_\_  
 Military service \_\_\_\_\_  
 Boy-girl relations \_\_\_\_\_  
 Adjusting to marriage \_\_\_\_\_  
 Further education \_\_\_\_\_  
 Moral and spiritual values \_\_\_\_\_  
 Other (List any others) \_\_\_\_\_

18. Have you been interested enough to do any of the following since graduation from high school: (check those which you have done)

Vote

Take an active part in a political campaign \_\_\_\_\_  
Member only Active participant

Member only

Active participant

Red Cross

Boy or Girl Scouts

YMCA or YWCA

Service Club

Church

Other Similar

19. What do you do most during your free time to relax?  
(Answer all that apply)

Participate in sports (Name) \_\_\_\_\_

Watch sports (Name) \_\_\_\_\_

**Read :**

Magazines (List) \_\_\_\_\_

Newspapers

Books (List any read in past year) \_\_\_\_\_

Watch television (List favorite programs) \_\_\_\_\_

Go to movies\_\_\_\_\_

Go to dances

Handicrafts (Do-it-yourself projects) \_\_\_\_\_

Gardening

Musical activities \_\_\_\_\_

Loaf

Other (Name) \_\_\_\_\_

20. What occupation do you hope to follow as your life work?

## APPENDIX C

Suggestions and Comments for the Improvement of  
Urbandale High School by 105 Graduates, 1954-1958.

1954

1. Add such things as art, swimming, chemistry, and foreign language to the curriculum.
2. A grading system which might prevent extremely slow students from slowing up the teaching plan.
3. English, math, science, and the humanities should be emphasized more.
4. Quick, comprehensive reading should be taught.
5. Emphasize speech, as ability to speak is essential in everyday life.

1955

1. Three said that students should be taught good study habits.
2. More college preparatory courses.
3. Stricter college preparatory courses, especially in social science. Also a broader background in English and American literature.
4. Higher academic standards, more themes and research papers, and essay tests.
5. Teachers should not show partiality and they should make their students willing and wanting to learn.
6. Incorporate into Des Moines.

7. Two believed there should be more choice in subjects.
8. More emphasis on thinking rather than on memorizing.
9. More pre-engineering and science courses were wanted by two boys.
10. More effort in the areas of English, literature, math, and foreign languages.
11. Common everyday laws and the financial standards which everyone has to face.
12. More emphasis should be placed on the student who is'nt going on to college without de-emphasizing the college preparatory program.
13. Provide a closer relationship between high school students and college students.
14. Two wanted advanced English with composition writing.
15. A guidance and counseling program is invaluable.
16. Demand a year of intensive Latin study, plus at least a year of a modern foreign language.

## 1956

1. More business machines should be available.
2. Extensive work in composition and term-paper writing on a freshman college level was mentioned by two.
3. Have counseling by the faculty.
4. Organize a co-operative or DECA plan.

5. Preparation for college entrance and learning to study.
6. High school was too easy--more emphasis on learning to study.
7. Teach more typing, shorthand, grammar, and spelling.
8. Access to vocational training which would prepare the student for employment.
9. More emphasis on athletics.
10. Five people recommended that the school offer more college preparatory courses.
11. Make the student work and flunk him if he dosen't.
12. Expand the physical plant.
13. More homework and more reading.
14. A broader curriculum, providing for those who do not wish to go to college.

## 1957

1. Give more personal attention to students.
2. Offer a second year of typing.
3. More college-type classes were suggested by two.
4. A better selection of courses.
5. More foreign languages and four years of book-keeping.
6. College preparatory courses should encourage students to read for and work with ideas rather than just

to memorize facts and procedures.

7. Four years of mathematics including analytical geometry and calculus.

8. Add more composition writing in all courses.

9. Specialize more in areas of interest.

10. Three people recommended college preparatory courses.

11. Early counseling on careers and colleges to attend.

12. More technical trades.

13. Maintain the close and personal contact between students and faculty, particularly in the case of talented students.

#### 1958

1. Better English courses.

2. Require or encourage more mathematics, three said.

3. More commercial subjects.

4. More school clubs.

5. Need more room and teachers.

6. A better foreign language program, with at least two years offered, said two.

7. Make the students learn how to study.

8. Four said there should be more individual counseling about future work and education.

9. Get and keep quality teachers.
10. College-type courses and instruction with essay tests; give the people in high school at least a sample of what to expect, three graduates requested.
11. A more rigorous study program.
12. A more complete study of the English language and a thorough knowledge of classic and modern literature.
13. More social activities; more people leave college because they can't make the social change.
14. Courses that delve into and treat what already is offered more detailedly and deeply.
15. Arouse more interest in studies.
16. Just more of the same things--"rigor" could not be overdone.
17. Have more math courses as required subjects.
18. More college preparatory courses.
19. Raise the school's scholastic standards.
20. More emphasis on homework.
21. Better and more intensive social courses.
22. Courses dealing with the fine arts.